

	<b>STUDENT RECORD PAPER AND PENCIL CHECKLIST</b>		
	<b>Student Name:</b>		
	<b>Date of Review:</b>		
<b>IR</b>	<b>Interventions and Referral</b>		
IR.1	At least two classroom interventions and/or programs implemented before referral.	II.B, II.C. p. 14	Y N NA UD
IR.2	Before referral, proficiency in English or native language was assessed and found adequate.		Y N NA UD
IR.3	Documentation that classroom interventions and/or programs failed, with supporting data attached.	II.B, II.C p. 14	Y N NA UD
	Initial Referral: _____		
	Person making referral: _____		
	Areas of concern: _____		
<b>IEV</b>	<b>Initial Evaluation</b>		
IEV.1	Consent for Initial Evaluation included in the student's file.	II.C. p. 14	Y N NA UD
IEV.2	Evaluation completed within 60 days of receiving parental consent.		Y N NA UD
IEV.3	Written Notice of Initial Evaluation.	IV.D. p.68 II.C.4	Y N NA UD
IEV.4	Procedural Safeguards provided to parents/guardians.	IV.D.2.d p.70 IV.E.1. p.70	Y N NA UD
IEV.5	Parents given copy of Evaluation Consent form.		Y N NA UD
IEV.6	Parents given copy of Review of Existing Data form (if applicable).		Y N NA UD
IEV.7	For an initial evaluation (IF APPROPRIATE), the evaluation team that includes the parents, reviews existing evaluation data and determines whether additional data are needed for determining eligibility, present levels of performance/ educational needs and/or whether student needs special education and related services.	II.E. p. 16, 17	Y N NA UD
IEV.7	Student is assessed in all areas related to suspected disability and sufficiently comprehensive to identify needs.	II.D. p. 15 -16	Y N NA UD
	<b>Areas Assessed</b>		
IEV.8	Variety of assessment tools and strategies were used to gather relevant functional/developmental and other information that was used in determining eligibility.	II.D. p. 15; II.F.1.b. p. 18	Y N NA UD
IEV.9	Parental input was used to gather relevant functional/developmental, and other information related to student involvement and progress in general curriculum (preschoolers- appropriate activities) that is used in determining eligibility.	II.D. p. 15	Y N NA UD
<b>REV</b>	<b>Reevaluation</b>		
REV.1	Written Notice of Reevaluation.	IV.D. pag 68 II.E.5.a	Y N NA UD
REV.2	Parents given copy of review of existing data form.		Y N NA UD
REV.3	The evaluation team that includes the parents, reviews existing evaluation data and determines whether additional data are needed for determining eligibility, present levels of performance/educational needs and/or whether student needs special education and related services.	II.E. p. 17	Y N NA UD
REV.4	If needed, Consent for Reevaluation included.	II.E. p. 16	Y N NA UD
	Form Date: _____		
REV.5	Student is assessed in all areas related to suspected disability and sufficiently comprehensive to identify needs.	II.D. p. 15 -16	Y N NA UD
	<b>Areas Assessed</b>		
REV.6	Variety of assessment tools and strategies were used to gather relevant functional/developmental, and other information that was used in determining eligibility.	II.D. p. 15; II.F.1.b. p. 18	Y N NA UD
REV.7	Parental input was used to gather relevant functional/developmental, and other information related to student involvement and progress in general curriculum (preschoolers- appropriate activities) that is used in determining eligibility.	II.D. p. 15	Y N NA UD

<b>IEL</b>	<b>Initial Eligibility Determination Form</b>	<b>p. 17</b>	
IEL.1	Is there a current Eligibility Determination in place?		Y N NA UD
IEL.2	Notice of Meeting for Initial Eligibility Meeting.		Y N NA UD
IEL.3	Written Notice of Initial Eligibility.		Y N NA UD
IEL.4	Evaluation Summary Report attached to Eligibility Determination form.		Y N NA UD
IEL.5	Parents given copy of Evaluation Summary Report.	II.F.1.c	Y N NA UD
IEL.6	Parents given copy of Eligibility Determination documentation.		Y N NA UD
IEL.7	A group of qualified professionals and parents determined eligibility of student after completion of evaluation procedures.	II.F p. 17 II.E.1 p. 16	Y N NA UD
IEL.8	Is lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
IEL.9	Is limited English proficiency the primary factor in determining eligibility?		Y N NA UD
	<b>Complete Eligibility Determination form for disability category Attachment A, then indicate compliance status.</b>		
IEL.10	The student meets the categorical eligibility criteria of one of these categories.		Y N NA UD
	Disability category: _____		
<b>REL</b>	<b>Reevaluation Eligibility</b>		
REL.1	Is there a current Eligibility Determination in place?		Y N NA UD
	Date of CURRENT Eligibility Determination form: _____	II.E.3.	
	Date of LAST Eligibility Determination form: _____	II.E.3.	
REL.2	Reevaluation Timeline: Conditions warrant: Parent/teacher request; at least once every 3 years.		Y N NA UD
REL.3	Notice of Meeting for Continuing Eligibility Meeting.		Y N NA UD
REL.4	Written Notice of Continuing Eligibility.		Y N NA UD
REL.5	Evaluation Summary Report attached to Eligibility Determination form.	IV.D.2.d	Y N NA UD
REL.6	Parents given copy of Evaluation Summary Report.	II.F.1.c p.18	Y N NA UD
REL.7	Parents given copy of Eligibility Determination documentation.	II.F.1.c p.18	Y N NA UD
REL.8	A group of qualified professionals and parents determined eligibility of student after completion of evaluation procedures.	II.F p. 17 II.E.1 p. 16	Y N NA UD
REL.9	Is lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
REL.10	Is limited English proficiency the primary factor in determining eligibility?		Y N NA UD
	<b>Complete Eligibility Determination form for disability category Attachment A, then indicate compliance status.</b>		
REL.11	The student meets the categorical eligibility criteria of one of these categories.		Y N NA UD
	Disability category: _____		
<b>IIEP</b>	<b>Initial IEP</b>		
	Date of Initial Eligibility Determination: _____		
	Date of Initial IEP: _____		
IIEP.1	IEP developed within 30 days of eligibility determination.	II.F.2	Y N NA UD
IIEP.2	Notice of Meeting for Initial IEP Meeting.		Y N NA UD
IIEP.3	Written Notice of IEP implementation.	IV.D.1 p.68-69	Y N NA UD
IIEP.4	Procedural Safeguards provided to parents/guardians (meets once a year requirements).	IV.D.2.d p.70 IV.E.1. p.70	Y N NA UD
IIEP.5	Parents given copy of IEP.	III.F.6 p.43	Y N NA UD
IIEP.6	IEP documents the participation of required IEP team members by signature, title and date.	III.E. p.41	Y N NA UD
IIEP.6a	Parent either participated in IEP meeting, participated by alternate means, or was provided adequate notice of the meeting.		Y N NA UD
IIEP.6b	Student either participated in the IEP meeting or was not transition age (16+).		Y N NA UD
IIEP.6c	Regular Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
IIEP.6d	Special Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD

IIEP.6e	A qualified LEA either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
IIEP.6f	An individual who can interpret instructional implications of the evaluation process either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
IIEP.6g	Other: _____ either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
IIEP.7	IEP Team documents present levels of academic achievement and functional performance including baseline or current data.		Y N NA UD
IIEP.8	The present levels of academic achievement and functional performance describe how disability affects involvement/progress in general curriculum or appropriate activities.		Y N NA UD
IIEP.9	For students participating in the UAA, a description of benchmarks or short term objectives is included.		Y N NA UD
IIEP.10	IEP contains statement of measurable academic and functional goals.		Y N NA UD
IIEP.11	IEP goals address areas of need (areas identified in PLAAFP)		Y N NA UD
IIEP.12	IEP contains statement of how progress toward annual goals will be measured	III.l.p.47	Y N NA UD
IIEP.13	IEP contains statement of when periodic reports on progress will be provided to parents.	III.l.p.47	Y N NA UD
IIEP.14	IEP contains special education services.	III.l.p.46	Y N NA UD
IIEP.15	IEP contains related services.	III.l.p.46	Y N NA UD
	<b>Related Services</b>		
IIEP.16	IEP contains supplementary aids and services to be provided to student or on behalf of student.	III.l.p.46	Y N NA UD
IIEP.17	IEP contains a statement of program modifications or supports for school personnel that will be provided for the student: (1) to advance towards annual goals and (2) to be involved and progress in general curriculum and participate in extracurricular and other nonacademic activities.	III.l.p.46	Y N NA UD
IIEP.18	IEP contains an explanation of extent to which student will NOT participate with non-disabled students in the regular class and other activities.	III.l.p.47	Y N NA UD
IIEP.19	IEP contains statement of how SWD will participate in state or district-wide assessments with or without accommodations and/or modifications or reasoning behind participation in the Alternate Assessment.	III.l.p.47	Y N NA UD
IEP.20	IEP contains projected date for beginning of services.	III.l.p.47	Y N NA UD
IIEP.21.a	IEP team considers and revises IEP as appropriate to address: Positive Behavioral Interventions and supports and other strategies to address the behavior of a student whose behavior impedes learning.	III.l.p.44	Y N NA UD
IIEP.21.b	IEP team considers and revies IEP as appropriate to address: Language needs for English Language Learners (LEP students).	III.l.p.44	Y N NA UD
IIEP.21.c	IEP team considers and revises IEP as appropriate to address: Braille instruction for the student who is blind or visually impaired.	III.l.p.44	Y N NA UD
IIEP.21.d	IEP team considers and revises IEP as appropriate to address: Communication needs: (1) for all students, and (2) students who are deaf or hard of hearing including language/communications methods/modes with peers and staff.	III.l.p.44	Y N NA UD
IIEP.21.e	IEP team considers and revises IEP as appropriate to address: Assistive technology devices/services (external only) for the s tudent who without them would not benefit from special education.	III.l.p.44	Y N NA UD
IIEP.22.a	IEP team considers and revises IEP as appropriate to address: Extended School Year Services.	III.l.p.44	Y N NA UD
IIEP.22.b	If ESY selected, goals, services, and amount of time included.		Y N NA UD
<b>CIEP</b>	<b>Reevaluation IEP</b>		
CIEP.1	IEP included in student file.	p.17	Y N NA UD
	Date of Current IEP: _____		
	Date of Last IEP: _____		
CIEP.2	IEP reviewed or revised periodically, not less than annually.	p.15	Y N NA UD
CIEP.3	Notice of Meeting of Reevaluation IEP Meeting.		Y N NA UD
CIEP.4	Written Notice of IEP implementation.	IV.D.p.68-69	Y N NA UD

CIEP.5	Procedural Safeguards provided to parents/guardians (meets once a year requirements).	IV.D..2.d p.70 IV.E.1. p.70	Y N NA UD
CIEP.6	Parents given copy of IEP.	III.F.6. p.43	Y N NA UD
CIEP.7	IEP documents the participation of required IEP team members by signature, title and date.	III.E. p.41	Y N NA UD
CIEP.7a	Parent either participated in IEP meeting, participated by alternate means, or was provided adequate notice of the meeting.		Y N NA UD
CIEP.7b	Student either participated in the IEP meeting or was not transition age (16+).		Y N NA UD
CIEP.7c	Regular Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.7d	Special Education Teacher either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.7e	A qualified LEA either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.7f	An individual who can interpret instructional implications of the evaluation process either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.7g	Other: _____ either participated in the IEP meeting, was excused by written consent of Parent and LEA with documented input, or attendance was not necessary by written agreement of Parent and LEA, since area not discussed.		Y N NA UD
CIEP.8	IEP team documents present levels of academic achievement and functional performance (including baseline or current data.)		Y N NA UD
CIEP.9	For students participating in the UAA, a description of benchmarks or short term objectives is included.		Y N NA UD
CIEP.10	The present levels of academic achievement describe how disability affects involvement/progress in general curriculum or appropriate activities.		Y N NA UD
CIEP.11	IEP contains statement of measurable academic and functional goals.		Y N NA UD
CIEP.12	IEP goals address areas of need (areas identified in PLAAFP).		Y N NA UD
CIEP.13	IEP contains statement of how progress toward annual goals will be measured.	III.I p. 47	Y N NA UD
CIEP.14	IEP contains statement of when periodic reports on progress will be provided to parents.	III.I p. 47	Y N NA UD
CIEP.15	IEP contains special education services.	III.I p. 46	Y N NA UD
CIEP.16	IEP contains related services.		Y N NA UD
	<b>Related Services</b>		
CIEP.17	IEP contains supplementary aids and services to be provided to student or on behalf of student.		Y N NA UD
CIEP.18	IEP contains a statement of program modification or supports for school personnel that will be provided for the student: (1) to advance towards annual goals, and (2) to be involved and progress in general curriculum and participate in extracurricular and other nonacademic activities.	III.I p. 46	Y N NA UD
CIEP.19	IEP contains an explanation of extent to which student will NOT participate with non-disabled students in the regular class and other activities.	III.I p. 47	Y N NA UD
CIEP.20	IEP contains statement of how SWD will participate in state or district-wide assessment with or without accommodations and/or modifications or reasoning behind participation in the Alternate Assessment.	III.I p. 47	Y N NA UD
CIEP.21	IEP contains projected date for beginning of services.	III.I p. 47	Y N NA UD
CIEP.22.a	IEP team considers and revises IEP as appropriate to address: Positive Behavioral Interventions and supports and other strategies to address the behavior of a student whose behavior impedes learning.	III.H p.44	Y N NA UD
CIEP.22.b	IEP team considers and revises IEP as appropriate to address: Language needs for English Language Learners (LEP students).	III.H p.44	Y N NA UD
CIEP.22.c	IEP team considers and revises IEP as appropriate to address: Braille instruction for the student who is blind or visually impaired.	III.H p.44	Y N NA UD
CIEP.22.d	IEP team considers and revises IEP as appropriate to address: Communication needs: (1) for all students, and (2) students who are deaf or hard of hearing including language/communications methods/modes with peers and staff.	III.H p.44	Y N NA UD

CIEP.22.e	IEP team considers and revises IEP as appropriate to address: Assistive technology devices/services (external only) for the student who without them would not benefit from special education.	III.H p.44	Y N NA UD
CIEP.23.a	IEP team considers and revises IEP as appropriate to address: Extended School Year Services.	III.H p.44	Y N NA UD
CIEP.23.b	If ESY selected, goals, services, and amount of time included.		Y N NA UD
<b>ILRE</b>	<b>Initial LRE/Placement</b>		
	Date of Initial IEP: _____		
	Date of Initial Placement: _____		
ILRE.1	Initial Placement (services) began as soon as possible following IEP meeting.	P.52	Y N NA UD
ILRE.2	Notice of Meeting for Initial LRE/Placement Meeting.		Y N NA UD
ILRE.3	Written Notice of Initial LRE/Placement Implementation.		Y N NA UD
ILRE.4	Consent for Initial Placement included in the student's file.		Y N NA UD
ILRE.5	Placement decision is made by a group of persons including student's parents and other persons knowledgeable about the student, meaning of evaluation data and placement options.	III.R.3 p.52	Y N NA UD
ILRE.6	<b>Placement option selected:</b>	III.R.3 p.53	
	Regular Class		
	Regular Class with resource services		
	Self-contained with resource services		
	Special class		
	Special school		
	Home instruction		
	Hospital/Institutional		
	Placement not addressed		
	<b>Reason for option selected:</b>		
	Curricular content not appropriate		
	Degree of instructional modification needed		
	Degree of behavioral interventions needed		
	Other: _____		
ILRE.7	If student's placement was changed, Written Notice was provided.		Y N NA UD
<b>CLRE</b>	<b>Reevaluation LRE/Placement</b>		
	Date of Initial Placement: _____		
	Current Placement Review Date: _____		
	Last Placement Review Date: _____		
CLRE.1	Placement reviewed at least annually, based on IEP (asap following current IEP meeting).		Y N NA UD
CLRE.2	Notice of Meeting Continuing LRE/Placement Meeting.	p.52	Y N NA UD
CLRE.3	Written Notice of Implementation of maintaining or changing placement.		Y N NA UD
CLRE.4	Placement decision is made by a group of persons including student's parents and other persons knowledgeable about the student, meaning of evaluation data and placement options.		Y N NA UD
CLRE.5	<b>Placement option selected:</b>		
	Regular Class		
	Regular Class with resource services		
	Self-contained with resource services		
	Special class		
	Special school		
	Home instruction		
	Hospital/Institutional		
	Placement not addressed		
	<b>Reason for option selected:</b>		
	Curricular content not appropriate		
	Degree of instructional modification needed		
	Degree of behavioral interventions needed		
	Other: _____		
CLRE.6	If student's placement was changed, Written Notice was provided.		Y N NA UD

<b>E.A.</b>	<b>TRANSITION: PART C TO PART B PROGRAM</b>	USOE Rule II.G.(c) (7) p.35	
E.A.1	Transition planning meeting arranged by lead agency for Part C Program. (Information item, does not count as compliance.)	USOE Rule III.Z.I p.64	Y N NA UD
E.A.2	Transition planning implemented not less than ninety (90) days prior to eligibility for preschool Part B program. (Information item, does not count as compliance.)	USOE Rule III.Z.I p.64	Y N NA UD
E.A.3	LEA representative participated in transition planning meeting.	USOE Rule III.Z.I p.64	Y N NA UD
E.A.4	Parent informed of Part B rights and responsibilities at transition planning meeting.		Y N NA UD
<b>E.B.</b>	<b>SERVICES AT AGE THREE</b>		
E.B.1	If an eligible student's third birthday occurs during the summer, the IEP team determines when services begin. (Services may begin at the beginning of the school year, if appropriate.)	USOE Rule III.Z.I p.64	Y N NA UD
E.B.2	IEP team considered IFSP (could be included in PLAAFP or goal).		Y N NA UD
E.B.3	Part C invited to initial IEP.		Y N NA UD
<b>School to Post-School Transition</b>			
<b>T.A.</b>	<b>TRANSITION IEP PROCEDURES</b>		
	<b>Beginning not later than the first IEP to be in effect when the student is 16:</b>		
T.A.1	LEA documents that the student's long-range post school outcomes, based on student's preferences and interests		Y N NA UD
T.A.2	Evidence of age-appropriate transition assessments conducted.		Y N NA UD
T.A.3	PLAAFP statements address transition strengths and needs.		Y N NA UD
T.A.4	Based on transition assessment results, IEP contains measurable goals/activities to assist student in achieving long-range post-secondary outcomes.		Y N NA UD
T.A.5	Areas addressed:		
T.A.6	Training		Y N NA UD
T.A.7	Post-Secondary Education		Y N NA UD
T.A.8	Employment		Y N NA UD
T.A.9	Independent Living Skills (where appropriate)		Y N NA UD
T.A.10	Transition plan contains a course of study needed to assist student in reaching long-range post-secondary outcomes.		Y N NA UD
T.A.11	If an invited representative from another agency did not attend, LEA takes steps to obtain their participation in the planning of any needed transition services.		Y N NA UD
T.B.1	Beginning not later than 1 year before 18th birthday, student and parents were informed that rights under Part B will transfer to him/her when he/she reaches 18.		Y N NA UD
T.B.2	At least 45 days before graduation (change of placement), student and parents were provided with Written Notice indicating that the student will graduate from high school with a regular diploma and graduation with a diploma terminates eligibility for special education and related services.		Y N NA UD
T.B.3	LEA provided the student with a summary of the student's academic achievement and functional performance, which included recommendations on how to assist the student in meeting the student's post-secondary goals.		Y N NA UD
<b>TC</b>	<b>AGENCY RESPONSIBILITIES FOR TRANSITION SERVICES</b>		
T.C.1	Was a representative from another agency invited to the IEP meeting?		Y N NA UD
T.C.2	If an invited representative from any other agency did not attend, LEA takes steps to obtain their participation in planning of any needed transition services.		Y N NA UD
T.C.3	A participating agency from outside the LEA failed to provide agreed upon transition services contained in the IEP. (Information item, does not count as compliance.)	USOE Rule III.E.9. Page 41	Y N NA UD
T.C.3a	If T.C. 3 is "yes", LEA initiates a meeting to identify alternative strategies to meet the transition objectives and, if necessary, revises the student's IEP.	USOE Rule III.J.2.b. Page 48	Y N NA UD
<b>Attachment A</b>			
<b>A</b>	<b>Classification for Autism(AU)</b>		
<b>AU.A.</b>	<b>ELIGIBILITY CRITERIA</b>		

AU.A1	Autism is student's primary disability, although student may exhibit other characteristics such as an emotional disturbance or intellectual disability.		Y N NA UD
AU.A2	Student exhibits significant impairments in social interaction, communication, and/or repetitive and stereotyped patterns of behavior.		Y N NA UD
AU.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
AU.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
AU.A5	Student's disability adversely affects student's education performance.		Y N NA UD
AU.A6	Student requires special education/related services.		Y N NA UD
<b>AU.B.</b>	<b>EVALUATION</b>		Y N NA UD
AU.B1	Multiple measures including an autism checklist/rating scale must be used to assess intellectual, academic communicating, social and adaptive functioning.		Y N NA UD
AUB2	Student's prior medical and developmental history from a qualified health professional must be on record regarding specific syndromes, health concerns, medication, and any information required for planning student's education program.		Y N NA UD
<b>A</b>	<b>Classification Form for Communication Disorder (CD)</b>		
<b>CD.A</b>	<b>ELIGIBILITY CRITERIA</b>		
CD.A1	Communication disorder is student's primary disability; however, students who qualify in another disability category may also qualify for communication disorder services.		Y N NA UD
CD.A2	For students whose primary home language is other than English, the communication disorder must exist in the student's primary language and not be the result of learning English as a second language.		Y N NA UD
CD.A3	If primary home language is other than English, student's proficiency in English or other language was assessed.		Y N NA UD
CD.A4	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
CD.A5	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
CD.A6	Student's disability adversely affects student's educational performance.		Y N NA UD
CD.A7	Student requires special education/related services.		Y N NA UD
<b>CD.B</b>	<b>EVALUATION</b>		
CD.B1	Multiple measures are used for classifying a student as communication disordered.		Y N NA UD
CD.B2	Documentation is provided that indicates that the student has a disorder in listening, reasoning, and/or speaking to such a degree that special education is needed.		Y N NA UD
<b>A</b>	<b>Classification Form for Deafblindness (DB)</b>		
<b>DB.A</b>	<b>ELIGIBILITY CRITERIA</b>		
DB.A1	Deafblindness is a primary disabling condition, but student may have other disabilities in addition to vision and hearing loss.		Y N NA UD
DB.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
DB.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
DB.A4	Student's disability adversely affects student's education performance.		Y N NA UD
DB.A5	Student requires special education/related services.		Y N NA UD
<b>DB.B</b>	<b>EVALUATION</b>		
DB.B1	Multiple measures are used to assess vision and hearing.		Y N NA UD
DB.B2	Evaluation includes and takes into consideration impact of the combined vision and hearing losses.		Y N NA UD
DB.B3	Audiological Evaluation includes both clinical and functional assessment.		Y N NA UD
DB.B4	Vision Evaluation includes both ophthalmological and functional assessment.		Y N NA UD
<b>A</b>	<b>Classification Form for Developmental Delay (DD)</b>		
<b>DD.A</b>	<b>ELIGIBILITY CRITERIA</b>		
DD.A1	Student's primary disability is not one of the other disabilities.		Y N NA UD

DD.A2	When adequate evaluation data is available, student is classified in one of the other disability categories.		Y N NA UD
DD.A3	Percentile or Standard Deviation Scores:		
	Cognitive_____		
	Physical Motor_____		
	Language/Speech_____		
	Social/Emotional_____		
	Self-help/Adaptive Behavior_____		
DD.A4	Student has a significant delay, defined as 1.5 standard deviations below the mean, or at or below the 7th percentile in three areas of development; 2.0 standard deviations below the mean, or at or below the 2nd percentile in two areas of development; 2.5 standard deviations below the mean, or at or below the 1st percentile in one area of development.		Y N NA UD
DD.A5	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
DD.A6	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
DD.A7	Student's disability adversely affects student's education performance.		Y N NA UD
DD.A8	Student requires special education/related services.		Y N NA UD
<b>DD.B</b>	<b>EVALUATION</b>		
DD.B1	Multiple measures are used to assess areas of suspected delay.		Y N NA UD
DD.B2	Assessments selected are appropriate for students ages 3 through 7 and based upon student's sensory limits.		Y N NA UD
<b>A</b>	<b>Classification For for Emotional Disturbance (ED)</b>		
<b>ED.A</b>	<b>Eligibility Criteria</b>		
ED.A1	Emotional disturbance is primary disability.		Y N NA UD
ED.A2	Is the student behaving as an emotionally disturbed student because of:		
ED.A2a	an inappropriate classroom discipline system,		Y N NA UD
ED.A2b	breakdown of classroom discipline,		Y N NA UD
ED.A2c	inappropriate academic instruction or materials,		Y N NA UD
ED.A2d	vision or hearing impairments, or		Y N NA UD
ED.A2e	other medical conditions.		Y N NA UD
ED.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
ED.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
ED.A5	Student's disability adversely affects student's educational performance.		Y N NA UD
ED.A6	Student requires special education/related services.		Y N NA UD
<b>ED.B</b>	<b>EVALUATION</b>		
ED.B1	Multiple measures (formal and informal) must be used to assess behavioral, social and academic areas.		Y N NA UD
ED.B2	Documentation that demonstrates that the behavior has been exhibited over a long period of time and to a marked degree that adversely affects the student's educational performance.		Y N NA UD
ED.B3	Educational observations of the student which include at least three (3) fifteen-minute observations on referring behavior pinpoints. A student who is not disabled and who is not being referred must be selected and observed in the same setting on the same behavior pinpoints as the referred student for comparison. An assigned member of the evaluation team other than the student's regular classroom teacher will make the educational observations. (These observations are required only for initial evaluation for classification, not for reevaluation, but may be determined needed by the IEP team.)		Y N NA UD
ED.B4	Complete documentation in the student's records in each of the following areas:		
ED.B4a	Academic performance as evidenced by achievement tests, classroom academic screenings and tests, report cards, cumulative records, etc.		Y N NA UD
ED.B4b	Social/adaptive behavior checklists or rating scales, which provide information regarding the student's past and present patterns of interaction with peers, family, teachers, adults, etc.		Y N NA UD
ED.B4c	Behaviors for which the student is referred.		Y N NA UD
<b>A</b>	<b>Classification form for Hearing Impairment/Deafness (HI/D)</b>		



<b>HI.A</b>	<b>ELIBILITY CRITERIA</b>		
HI.A1	Hearing impairment is primary disability.		Y N NA UD
HI.A2	Before classifying a student as deaf or having a hearing impairment, the team must take into account whether central nervous system impairment or other impairments may be the cause of the hearing loss.		Y N NA UD
HI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
HI.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
HI.A5	Student's disability adversely affects student's education performance.		Y N NA UD
HI.A6	Student requires special education/related services.		Y N NA UD
<b>HI.B</b>	<b>EVALUATION</b>		
HI.B1	Multiple measures are used for a student suspected of having a hearing impairment.		Y N NA UD
HI.B2	Areas of evaluation included:		
HI.B2a	Audiological evaluation,		Y N NA UD
HI.B2b	language growth and development (signed, spoken or written),		Y N NA UD
HI.B2c	speech/language evaluation,		Y N NA UD
HI.B2d	academic achievement.		Y N NA UD
<b>A</b>	<b>Classification Form for Intellectual Disability (ID)</b>		
<b>ID.A</b>	<b>ELIGIBILITY CRITERIA</b>		
ID.A1	Intellectual disability is primary disability.		Y N NA UD
ID.A2	Intellectual, academic, and adaptive assessment results expected to demonstrate consistently low profiles across measures.		Y N NA UD
ID.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
ID.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
ID.A5	Student's disability adversely affects student's education performance.		Y N NA UD
IE.A6	Student requires special education/related services.		Y N NA UD
<b>ID.B</b>	<b>EVALUATION</b>		
ID.B.1	Multiple measures (formal and informal) must be used for a student suspected of having an intellectual disability.		Y N NA UD
ID.B.2	The student's language and motor skills must be considered in the selection of evaluation instruments.		Y N NA UD
ID.B.3	Intellectual evaluation:		
	Name of IQ Test: _____		Y N NA UD
	VIQ Score: _____		Y N NA UD
	PIQ: _____		Y N NA UD
	FIQ: _____		Y N NA UD
ID.B.3a	An individual major test of intelligence must be administered by a qualified examiner. Documentation must be provided which indicates significant subaverage intellectual functioning (generally two standard deviations) on the full-scale score.		Y N NA UD
ID.B.3b	If verbal or performance scores are significantly discrepant from each other, further evaluation must be conducted to determine the reason for the discrepancy and to ensure that the student is actually manifesting an intellectual disability.		Y N NA UD
ID.B4	Documentation of academic achievement as measured by achievement test, classroom academic screenings and tests, report cards, cumulative records, etc.		Y N NA UD
ID.B5	Documentation of significant deficits in adaptive behavior as measured by standardized and/or curriculum-based assessments must be gathered from parents and school staff.		Y N NA UD
<b>A</b>	<b>Classification Form for Multiple Disabilities (MD)</b>		
<b>MD.A</b>	<b>ELIGIBILITY CRITERIA</b>		
MD.A1	The student has concomitant impairments the combination of which causes such severe educational needs that they can not be accomodated in special education program solely for one of the impairments.		Y N NA UD
	Disability Area 1: _____		
	Disability Area 2: _____		

MD.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
MD.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
MD.A4	Student's disability adversely affects student's education performance		Y N NA UD
MD.S5	Student requires special education/related services		Y N NA UD
<b>MD.B</b>	<b>EVALUATION</b>		
MD.B1	Multiple measures (formal and informal) must be used.		Y N NA UD
MD.B2	Cognitive ability is assessed.		Y N NA UD
MD.B3	The use of assisted and augmentative communication and motor systems must be considered during the evaluation and documented.		Y N NA UD
MD.B4	The student's prior medical history, from a qualified health professional, must be on record regarding specific syndromes, special health problems, (e.g., tracheotomy), medication, and long-term medical prognosis for the individual.		Y N NA UD
<b>A</b>	<b>Classification Form for Other Health Impairment (OHI)</b>	<b>USOE Rule 11.G</b>	
<b>OHI.A</b>	<b>ELIGIBILITY CRITERIA</b>	p. 32-33	
OHI.A1	Other health impairment is primary disability.		Y N NA UD
OHI.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
OHI.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
OHI.A4	Student's disability adversely affects student's education performance.		Y N NA UD
OHI.A5	Student requires special education/related services.		Y N NA UD
<b>OHI.B</b>	<b>EVALUATION</b>		
OHI.B1	Multiple measures(formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD
OHI.B2	The student's prior medical history, from a qualified health or mental health professional, must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's educational program.		Y N NA UD
<b>A</b>	<b>Classification Form for Orthopedic Impairment (OI)</b>		
<b>OI.A</b>	<b>ELIGIBILITY CRITERIA</b>		
OI.A1	Orthopedic impairment is primary disability.		Y N NA UD
OI.A2	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
OI.A3	Is a lack of instruction in reading or math the primary factor in determining eligibility?		Y N NA UD
OI.A4	Student's disability adversely affects student's education performance.		Y N NA UD
OI.A5	Student requires special education/related services.		Y N NA UD
<b>OI.B</b>	<b>EVALUATION</b>		
OI.B1	Multiple measures(formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD
OI.B2	The student's prior medical history, from a qualified health or mental health professional, must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's educational program.		Y N NA UD
<b>SLD</b>	<b>Specific Learning Disability</b>		
<b>SLD.A</b>	<b>ELIGIBILITY CRITERIA</b>		
SLD.A1	Learning disability is primary disability.		Y N NA UD
SLD.A2.a	A team of qualified professionals including the student's parent(s) determines eligibility and includes: The student's parents.	USOE Rule II.G.(b)(4) p. 34	Y N NA UD
SLD.A2.b	A team of qualified professionals including the student's parent(s) determines eligibility and includes: The student's regular teacher, or if the student does not have a regular teacher, a regular classroom teacher qualified to teach a student of his or her age. (See manual for Preschool)	USOE Rule II.G.(b)(1) p. 34	Y N NA UD

SLD.A2.c	A team of qualified professionals including the student's parent(s) determines eligibility and includes: At least one person qualified to conduct individual diagnostic examinations of students, such as a school psychologist, resource teacher, speech-language pathologist, or reading specialist.		Y N NA UD
SLD.A3	The student must score above the intellectual disabilities range on a test of intellectual ability using a reliable, valid, individually administered and standardized instrument.		Y N NA UD
	Name of IQ Test _____	USOE Rule II.G.(b)(5) II. G. (c)(1) p. 34	
	VIQ score _____		
	PIQ score _____		
	FIQ score _____		
	Other IQ score _____		
SLD.A4	Does this district/charter school use a discrepancy or response to intervention approach to SLD eligibility? Discrepancy _____, complete SLD.A 5 Response to Intervention _____, complete SLD.A6		
SLD.A5	A severe discrepancy must exist between achievement and intellectual ability in one or more of the categories listed under evaluation (Estimator disk = 93% confidence level or above) (WJ III Compuscore minimum -1.5 discrepancy) Confidence level: _____		Y N NA UD
SLD.A6	Is there a report of data on student's response to intervention included as part of the evaluation summary report?		Y N NA UD
SLD.A7	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
SLD.A8	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
SLD.A9	Is limited English proficiency the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
SLD.A10	Student's disability adversely affects student's educational performance.	USOE Rule II.G.(b)(8) p. 34	Y N NA UD
SLD.A11	Student requires special education/related services.	USOE Rule II.G.(b)(2) p. 34	Y N NA UD
<b>SLD.B</b>	<b>EVALUATION</b>		
SLD.B1	Multiple measures (formal and informal) must be used.	USOE Rule II.G.(b)(3) p. 34	Y N NA UD
SLD.B2	Achievement must be measured in one or more of the seven learning areas identified in Part B of the IDEA. These include: (a) oral expression, (b) listening comprehension, (c) written expression, (d) basic reading skills, (e) reading comprehension, (f) mathematics calculation, and (g) mathematical reasoning.	USOE Rule II.G.(c) p. 35	Y N NA UD
SLD.B3	An observation of the student's academic performance in the regular classroom setting must be conducted by at least one team member other than the student's regular teacher. In the case of a student not in school, or less than school age, a team member must observe the student in an appropriate environment for a student of that age.	USOE Rule II.G.(c)(2) p. 35	Y N NA UD
SLD.B4	Each identified deficit must be confirmed by at least two measures of achievement (e.g., a standardized instrument and a classroom observation in the area(s) of suspected disability.) One measure must be an individually administered standardized instrument that specifically assess the achievement area.	USOE Rule II.G.(c)(3) p. 35	Y N NA UD
SLD.B5.a	The team must prepare a written report of the results of the evaluation that includes: Documentation that the student is eligible as a student with a specific learning disability.	USOE Rule II.G.(c)(4) p. 35	Y N NA UD
SLD.B5.b	The team must prepare a written report of the results of the evaluation that includes: The basis for making the determination.	USOE Rule II.G.(c)(7) p. 35	Y N NA UD

SLD.B5.c	The team must prepare a written report of the results of the evaluation that includes: The relevant behavior noted during the observation of the student and the relationship of that behavior to the student's academic functioning.	USOE Rule II.G.(c)(7) p. 35	Y N NA UD
SLD.B5.d	The team must prepare a written report of the results of the evaluation that includes: A description of the instructional environment in which the observation took place.	USOE Rule II.G.(c)(7) p. 35	Y N NA UD
SLD.B5.e	The team must prepare a written report of the results of the evaluation that includes: The educationally relevant medical findings, if any.	USOE Rule II.G.(c)(7) p. 35	Y N NA UD
SLD.B5.h	The team must prepare a written report of the results of the evaluation that includes: The written signature of each team member certifying whether the team report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.	USOE Rule II.G.(c)(7) p. 35	Y N NA UD
<b>A</b>	<b>Classification form for Traumatic Brain Injury (TBI)</b>		
<b>TBI.A</b>	<b>ELIGIBILITY CRITERIA</b>		
TBI.A1	Prior documentation by a physician of an <u>acquired</u> brain injury included in student file.		Y N NA UD
TBI.A2	Traumatic brain injury is student's primary disability.		Y N NA UD
TBI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
TBI.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
TBI.A5	Student's disability adversely affects student's education performance.		Y N NA UD
TBI.A6	Student requires special education/related services		Y N NA UD
<b>TBI.B</b>	<b>EVALUATION</b>		
TBI.B1	Multiple measures (formal and informal) must be used to assess all areas of suspected deficits. Informal assessment and diagnostic teaching must be part of the full evaluation. Data that are gathered must include information on the student's developmental history and/or pre-injury learning.		Y N NA UD
TBI.B2	The student's prior medical history, from a qualified health professional, must be on record regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student's education program.		Y N NA UD
TBI.B3	Although other evaluations could be considered, the following areas must be considered for evaluation:		
TBI.B3a	Augmentative communication assistive service needs,		Y N NA UD
TBI.B3b	rehabilitative team evaluations,		Y N NA UD
TBI.B3c	self-help/adaptive behavior,		Y N NA UD
TBI.B3d	academic,		Y N NA UD
TBI.B3e	speech/language,		Y N NA UD
TBI.B3f	social skills and classroom behavior,		Y N NA UD
TBI.B3g	intellectual/cognitive,		Y N NA UD
TBI.B3h	vocational (secondary students),		Y N NA UD
TBI.B3i	gross/fine motor skills.		Y N NA UD
<b>A</b>	<b>Classification Form for Visual Impairment (VI)</b>		
<b>VI.A</b>	<b>ELIGIBILITY CRITERIA</b>		
VI.A1	Visual impairment is student's primary disability.		Y N NA UD
VI.A2	When classifying a student as visually impaired, the IEP team must consider whether other impairments interfere with the comprehension of visual and/or auditory stimuli.		Y N NA UD
VI.A3	Are the student's learning problems primarily the result of a visual, hearing, or motor disability, intellectual disability, emotional disturbance or environmental, cultural, or economic disadvantage?		Y N NA UD
VI.A4	Is a lack of instruction in reading or math the primary factor in determining eligibility?	USOE Rule II.F.(a)p.18	Y N NA UD
VI.A5	Student's disability adversely affects student's education performance.		Y N NA UD
VI.A6	Student requires special education/related services.		Y N NA UD
<b>VI.B</b>	<b>EVALUATION</b>		
VI.B1	Multiple measures (formal and informal) must be used to assess all areas of suspected deficits (e.g., educational, adaptive, behavioral, physical).		Y N NA UD

VI.B2	A description of the student's visual impairment and visual capabilities must be on record from a qualified eye care professional.		Y N NA UD
VI.B3	A qualified professional must assess:		
VI.B3a	The kind and extent of instruction needed, based on the student's present level of performance, including the functioning level of the student in adjusting to visual problems and gaining education and social successes.		Y N NA UD
VI.B3b	The student's current and future need for instruction in Braille or the use of Braille.		Y N NA UD
VI.B4	Orientation and Mobility (O & M) must be assessed if the student is determined to be blind or visually impaired.		Y N NA UD
<b>D</b>	<b>DISCIPLINE</b>		
<b>D1</b>	<b>REMOVAL FOR TEN CONSECUTIVE OR CUMULATIVE SCHOOL DAYS OR LESS IN THE SAME SCHOOL YEAR.</b>		
D1.1	Removal determined by school personnel.		Y N NA UD
D1.2	Removal made for any violation of school rules that apply to non-disabled students.		Y N NA UD
DI.2	Services are provided to same extent that they are provided to non-disabled students for similar violations (i.e., no services provided to non-disabled students, then no services are required for students with disabilities).	USOE Rule V.D. Page 90	Y N NA UD
<b>D2</b>	<b>"ADDITIONAL" REMOVALS FOR TEN (10) CONSECUTIVE OR CUMULATIVE SCHOOL DAYS OR LESS IN THE SAME SCHOOL YEAR WHICH DO NOT CONSTITUTE A CHANGE OF PLACEMENT.</b>		
D2.1	Removals determined by school personnel for separate incidents of misconduct.		Y N NA UD
D2.2	School personnel in consultation with student's special education teacher determine services.	USOE Rule V.D. Page 90	Y N NA UD
D2.3	Services are provided to the extent necessary to enable student to appropriately progress in general curriculum and advance toward achieving goals set out in IEP.	USOE Rule V.E.3. Page 91	Y N NA UD
<b>D3.C</b>	<b>D3. REMOVALS: SPECIAL CIRCUMSTANCES-SERIOUS BODILY INJURY, WEAPONS, OR DRUGS</b>		
D3.1	Determination made by school personnel to the same extent removal would be applied to students without disabilities.		Y N NA UD
D3.2	IEP team determined interim alternative educational setting.		Y N NA UD
D3.3	If the team decided to change placement, was notice provided?		Y N NA UD
D3.4	Placement made by school personnel for no more than 45 days.		Y N NA UD
D3.5	Within ten (10) business days of removal, the student received a FBA, behavior intervention services, and modifications designed to address the behavior violation so it does not reoccur.		Y N NA UD
D3.6	At conclusion of removal period (no more than 45 calendar days), unless LEA invokes additional discipline procedures or IEP team changes placement, the student returned to placement he/she was in when behavior occurred.		Y N NA UD
D3.7	Did the team determine the behavior was a manifestation of the student's disability?		Y N NA UD
<b>D4</b>	<b>D4 REMOVALS FOR BEHAVIORS THAT ARE A MANIFESTATION OF THE STUDENT'S DISABILITY</b>	USOE Rule V.J.2. Page 93	
D4.1	Did the team determine the behavior was a manifestation of the student's disability?		Y N NA UD
D4.2	If yes, did they conduct a FBA and BIP?		Y N NA UD
D4.3	If D4.1=Yes and BIP in place, did the team review the current BIP and modify it as needed?		Y N NA UD
D4.4	If the team decided to change placement, was notice provided?		Y N NA UD

<b>D5</b>	<b>D5 REMOVALS FOR BEHAVIORS THAT ARE NOT A MANIFESTATION OF THE STUDENT'S DISABILITY</b>		
D5.1	IEP team and other qualified personnel, in a meeting within 10 days of removal that constitutes a change of placement, determined that the behavior was not a manifestation of the student's disability.		Y N NA UD
D5.2	LEA's discipline procedures for students without disabilities were applied in the same manner to students with disabilities in a meeting within 10 days of removal that constitutes a change in placement.		Y N NA UD
D5.3	If the removal is a change of placement, then the student received a FBA, behavior intervention services, and modifications designed to address the behavior violation so it does not reoccur.		Y N NA UD
D5.4	After the student has been removed from his/her current placement for 10 days during the school year, in the case of a subsequent removal for not more than 10 days that is not a change of placement, school personnel determined the extent and location of services.		Y N NA UD
D5.5	If the subsequent removal is for more than 10 consecutive school days or is a change of placement, IEP team determined extent and location of services.		Y N NA UD
<b>LRBI</b>	<b>LEAST RESTRICTIVE BEHAVIOR INTERVENTIONS</b>		
	<b>Directions: Only complete the subsections (LRBI-A or LRBI.B) that apply.</b>		
<b>LRBI-A</b>	<b>IEP Team Procedures - Level III of IV Interventions</b>		
LRBI-A1	If student has a Level III or IV intervention in his or her BIP or IEP, file includes documentation of use and failure of less intrusive interventions.		Y N NA UD
LRBI-A2	A Behavior Expert was included on the IEP team. (This may be a school psychologist, behavior specialist or other individual. Ask school personnel for assistance with this item.)		Y N NA UD
LRBI-A3	The file includes parental consent for a Level III or Level IV intervention. (This may be the signature on the IEP if consent for the interventions is specifically mentioned. Some districts may have a separate consent form.)		Y N NA UD
<b>LRBI-B</b>	<b>Emergency Procedures</b>		
LRBI-B1	If an emergency situation occurred for which parental consent had not be obtained, staff notified parents within 24 hours.		Y N NA UD
LRBI-B1	If a behavior requiring emergency procedures occurred more than once per week, two times per month, or a total of four times in a year, a behavior intervention program (BIP) was designed to address the problem behavior.		Y N NA UD